

High School Exit Follow-up Survey Report, 2014



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Yukon Bureau of Statistics

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Introduction

The Yukon High School Exit Survey is a multi-year study which was initiated in 2010 by the Department of Education, Government of Yukon. The purpose of the study is to capture information about the high school experiences and post-secondary pursuits of cohorts of individuals who have attended high school in Yukon, and have recently left or graduated. Each cohort is surveyed twice: once in the year following their expected high school graduation date, and a second time two years after the initial survey. The information gathered in the survey is used to inform policy and programming in the Department.

This report details the longitudinal and follow-up survey findings from the third cohort to be initiated into the survey. This cohort was first surveyed in July and August, 2012 by the Yukon Bureau of Statistics. This follow-up survey was conducted in July, 2014.

The initial survey covered:

- Success in high school,
- High school programming,
- Jobs and skills learned in school, and
- Transitioning to post-secondary education and training.

The follow-up survey looked more closely at:

- Current employment status and transition to the work force,
- Educational goals and attainment,
- The transition to post-secondary education and training, and
- The respondents' plans to live, work, and/or attend college in Yukon.

Methodology

The 2012 Survey was a census of all individuals who had attended a high school in Yukon and could potentially have graduated in June, 2011. These individuals were identified from Yukon's high school registration files for the following grades and years: grade 8 students in 2006, grade 9 students in 2007, grade 10 students in 2008, grade 11 students in 2009, and grade 12 students in 2010.

For the 2014 Follow-up Survey, efforts were made to interview all of the people who had participated in the 2012 Survey. Current contact information was not available for many of the individuals in the cohort. There was also some further attrition as not all the participants could be reached, and there were three refusals.

There is not enough information available about the non-participants to allow us to estimate and correct for non-response bias. Accordingly, the results presented in this report are only indicative of the experiences of those individuals who participated in the survey, and they may not be representative of the entire cohort.

The field work took place over a 2 week period. Each interview took approximately 15 minutes to complete. Interviews were conducted over the phone, and data were entered into a computer-assisted telephone interviewing (CATI) platform. The questionnaire included a number of closed-ended and open-ended questions. The Follow-up Survey questionnaire is appended to this report (Appendix 1), as is the Field Operations Report (Appendix 2).

After the field work was completed, the dataset was extracted and imported into SAS for coding and analysis. The Bureau of Statistics thematically analyzed and coded the open-ended questions.

Respondent demographics

Out of 177 potential respondents for the follow-up survey, there were 87 completed surveys (49%). Though many potential participants could not be reached by the interviewers, of those who were reached, the refusal rate was very low at 1.7%.

Of those who participated in the follow-up survey, 42% were male, and 58% were female. Ninety-two percent of the respondents lived in Yukon at the time of the survey. The remainder lived in other parts of Canada.

Two-thirds (67%) of the follow-up survey respondents did not self-identify as aboriginal. Twenty-two percent said they belonged to a Yukon First Nation, while 10% were either part of another First Nation or were Inuit, Métis or mixed. Meanwhile, 12% of respondents self-identified as a member of a visible minority.

Comparing demographics – 2012 and 2014

Longitudinal studies typically have to deal with the problem of attrition. Attrition can introduce a substantial amount of non-response bias to the results of a survey.

For this study, just under half (49%) of the original survey participants completed the follow-up survey. Also, the original 2012 survey participants only represented a fraction of the potential participants, as many potential participants could not be reached or did not wish to participate in the 2012 study.

In order to shed light on some of the types of bias that might have resulted from attrition, we can look for demographic differences between the 2012 and 2014 respondent pools. As it is not entirely clear how these differences might have affected the survey responses and we have very little information about the individuals who did not participate in the 2012 survey, we have not attempted to negate or compensate for the differences through weighting. Rather, we ask that the readers of this report keep in mind the limitations of the study; the respondents speak only for themselves, and not for the many non-participants.

Comparing 2012 and 2014, the participant pool differed as follows:¹

Aboriginal identity: In the initial survey in 2012, 35% of the respondents identified as aboriginal (First Nation, Métis or Inuit), and 65% said they were non-aboriginal. In 2014, 32% of the respondents identified as aboriginal, and 68% did not.

Educational attainment in 2011: In the initial survey in 2012, 17% of the participants had achieved less than a high school diploma or equivalent. In comparison, 15% of the follow-up survey participants had achieved less than a high school diploma or equivalent in 2012.

Gender: In 2011, 47% of the respondents were male, and 53% were female. In 2013, 51% were male and 49% were female.

This analysis does not identify any major differences between the respondents in 2012 and 2014. Nonetheless, the results should be interpreted with caution, as there may have been other differences between respondents and non-respondents that have not been identified.

Results and discussion

This section of the report describes the main findings of the survey. The results are presented question by question as we move through the four broad topics covered by the questionnaire:

- Current employment status and transition to the work force,
- Educational goals and attainment,
- The transition to post-secondary education and training, and
- Questions about the respondents' plans to live, work, and/or attend college in Yukon.

Respondent demographics were used for comparative purposes in the analysis. Wherever the number of respondents was high enough, the data have been broken out by the following sub-groups of respondents:

- Males versus females;
- Those who self-identified as aboriginal, versus those who did not;
- Those who had completed some post-secondary programming as of the summer of 2014, versus those with a high school education or less.

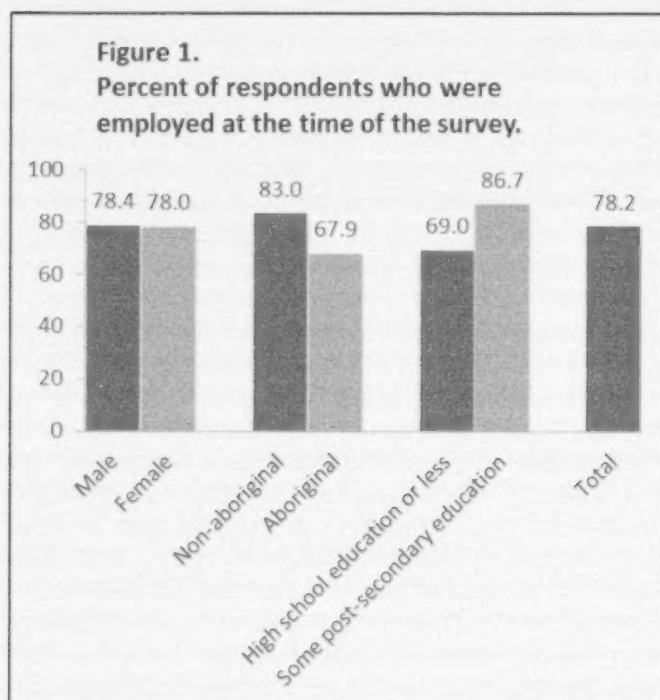
While the body of this report highlights and illustrates the findings from the 2014 High School Exit Follow-up Survey, not all data points can be included in the text of the report. Appendix 3 contains the data tables to support all the figures in this report.

¹ To eliminate any irregularities in individual responses to specific questions, all the demographic information discussed here is based on the data collected in 2012.

Current employment status

The survey asked the respondents if they were currently employed, and if not, why not? If currently employed, we asked what type of job they had, using broad categories of employment.

Sixty-eight of the 87 respondents to the follow-up survey (78%) were employed at the time of the survey. There were some demographic differences, as non-aboriginal respondents and those who had completed some post-secondary education were more likely than others to be working (Figure 1).

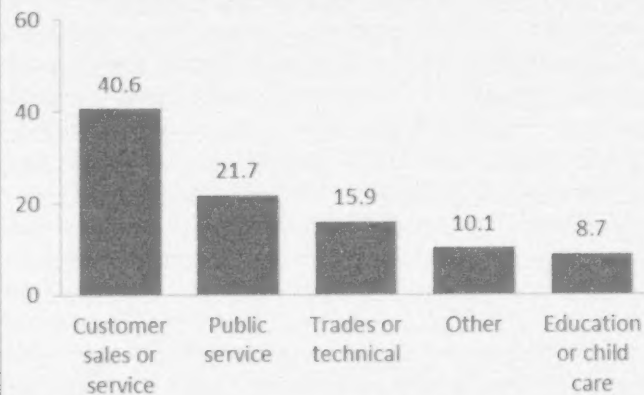


Of the 19 respondents who were not employed at the time of the survey, 9 were between jobs, while others were stay-at-home parents, on maternity or health leave, or seasonally employed. A few said they weren't employed as a personal choice.

Forty-one percent of the employed respondents were working in customer sales or service sector jobs. Approximately a fifth of employed respondents worked in the public service, and 165 worked in trades or technical positions. The remainder worked in other sectors, such as education, transport or equipment operation, sciences, social sciences, arts, culture, or business (Figure 2)².

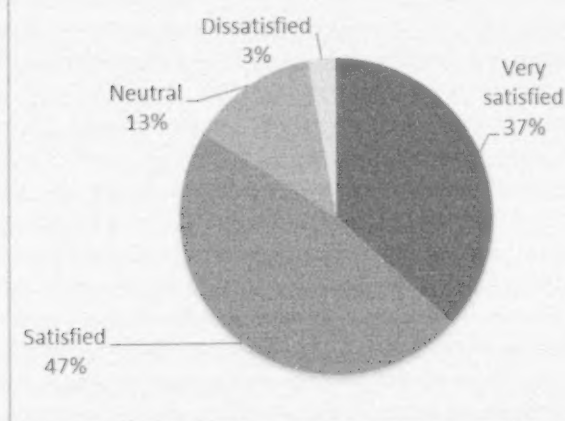
² Some of the categories were combined to meet confidentiality requirements.

Figure 2.
Percent of employed respondents within
each category of employment. Multiple
responses were allowed.



Satisfaction with work, education and training

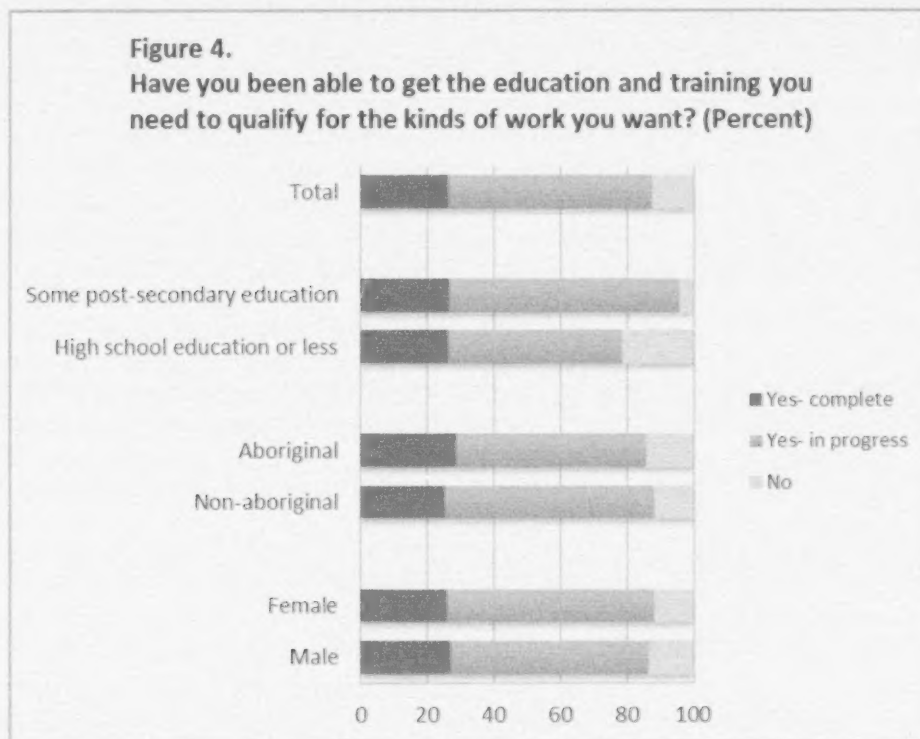
Figure 3.
Satisfaction with type of work.



Most of the respondents who were working at the time of the survey said they were very satisfied or satisfied with the type of work they had. A smaller percentage said they felt neutral or dissatisfied with their work (Figure 3).

Respondents with some post-secondary education were much more likely than those with a high school education or less to say they were very satisfied with their type of work (44% vs. 28%). Men (41%) were more likely than women (33%) to say they were very satisfied with their type of work. There was no difference between aboriginal and non-aboriginal respondents.

We asked the respondents whether they have been able to get the education and training they need to qualify for the kinds of work they want. Twenty-six percent said yes, and the training had been completed, while 61% said yes, but the training was still in progress. Thirteen percent said no (Figure 4).



We asked the respondents: in what ways could high school have prepared you better for the job market?

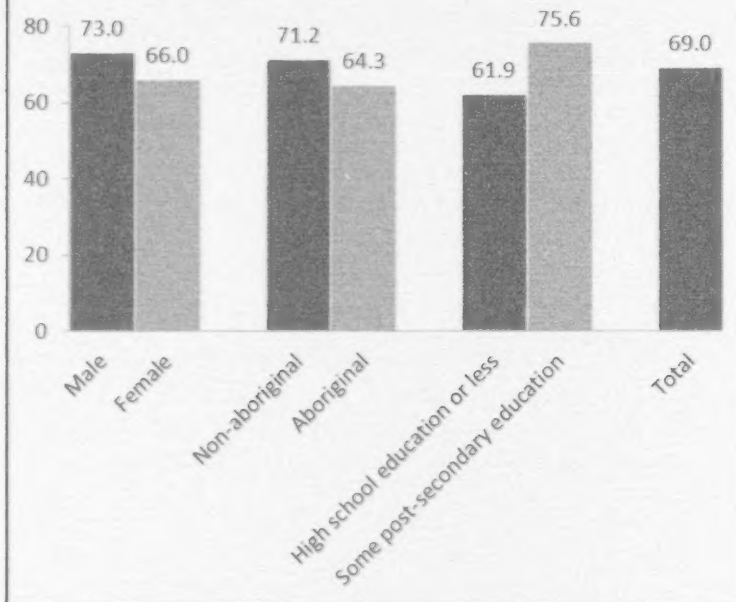
- 17% said they would have benefitted from more hands-on or applied coursework.
- 16% said they would have benefitted from help writing a resume, search for a job and other job-seeking tips.
- 12% said they would have liked more life skills training such as how to file a tax return.
- 10% said they would like to have had more course options.
- 10% said they could have used better preparation for post-secondary education, help planning for the future, and been more motivated in school.

We asked the respondents to rate their satisfaction with the high school education they received in Yukon. Fifteen percent of the respondents said they were very satisfied with their high school education in Yukon, and just over half (54%) said they were satisfied. Twenty-four percent of the respondents were neutral or said they didn't know, and 7% said they were dissatisfied.

Those with some post-secondary education were somewhat more likely than others to say they were satisfied or very satisfied with their high school education in Yukon (Figure 5).

Figure 5.

Percent of respondents who said they were satisfied or very satisfied with their high school education in Yukon.



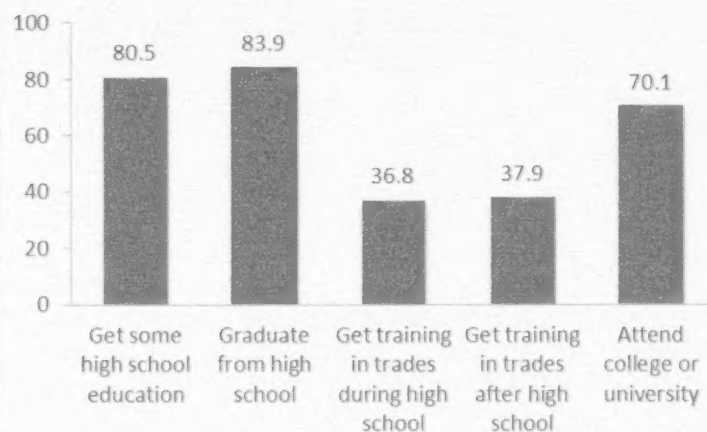
Education and career goals and achievements

We asked the respondents to tell us how important certain achievements were for their education and career goals:

- Getting some high school education,
- Graduating from high school,
- Getting training in trades during high school,
- Getting training in trades after high school,
- And attending college or university.

While a high school education was rated by nearly all of the respondents as very important, 70% said it was very important for them to attend college or university. A smaller proportion of the respondents said they valued training in trades, either during or after high school (Figure 6).

Figure 6.
Percent of respondents who said the
following achievements were very
important for their education and career
goals.



Males, aboriginal people, and respondents who had a high school education or less were most likely to say it was very important for their education and career goals to get training in trades after high school. In contrast, non-aboriginal people and respondents who had some post-secondary education were most likely to say it was very important for them to attend college or university (Figures 7 and 8).

Figure 7.

Percentage of respondents who said it was very important for them to get training in trades after high school.

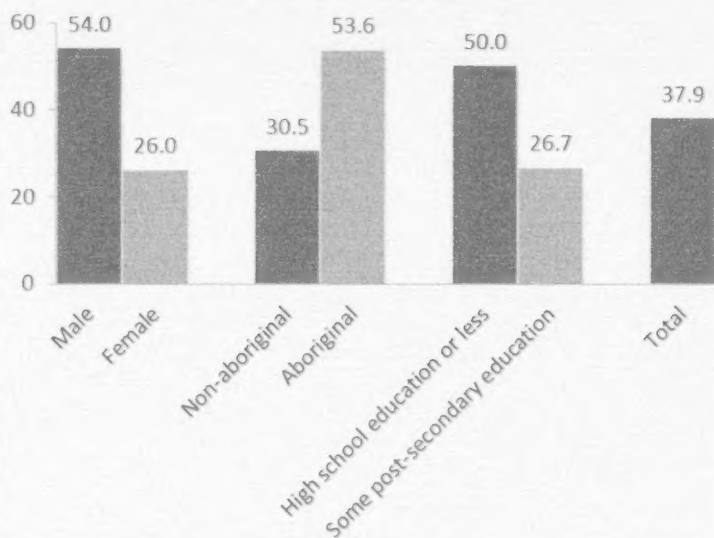
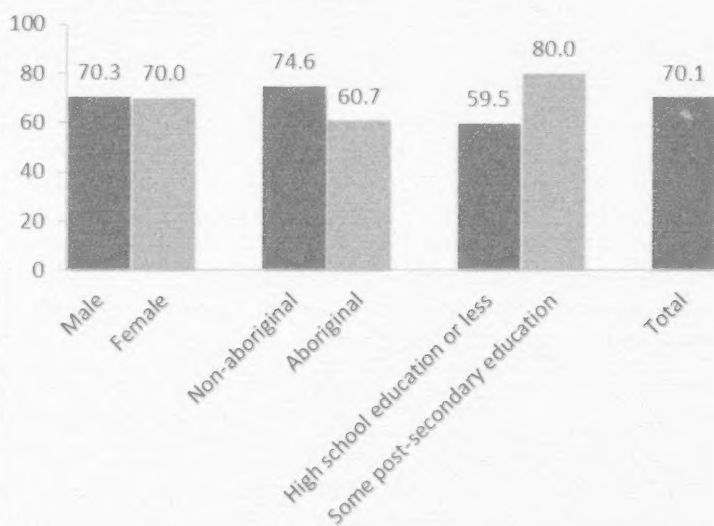


Figure 8.

Percentage of respondents who said it was very important for them to go to college or university.



Twenty-two percent of the respondents said they took upgrading or college preparation courses after leaving high school. Most of these respondents (79%) said they did their upgrading at Yukon College; the remainder received it through a high school or another college or institution. Meanwhile, 30% of the respondents said that as of the day of the interview, they would need high school upgrading before they could attend college or university.

The respondents had a wide range of educational attainment at the time of the interview. While 48% had a high school education or less, the remainder had at least some post-secondary schooling. Twenty-six percent had completed at least some college courses, trades or technical training, and 25% had attended university (Figure 9).

Most of the respondents said they expected to complete some form of post-secondary education in their lifetimes. Just under half the respondents said they expected to complete a bachelor's degree, master's degree, PhD or professional degree (Figure 10).

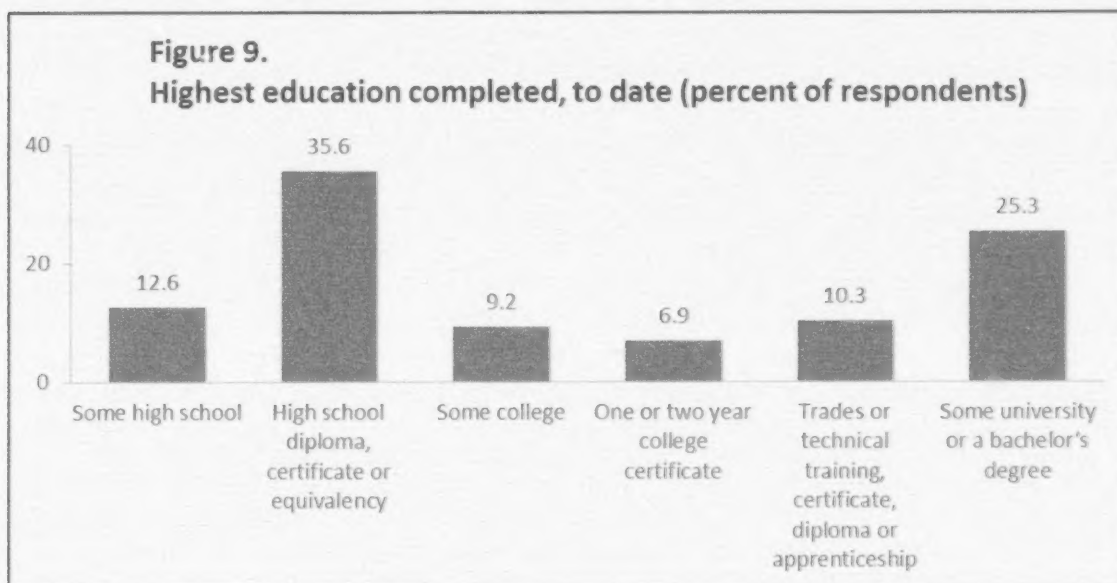
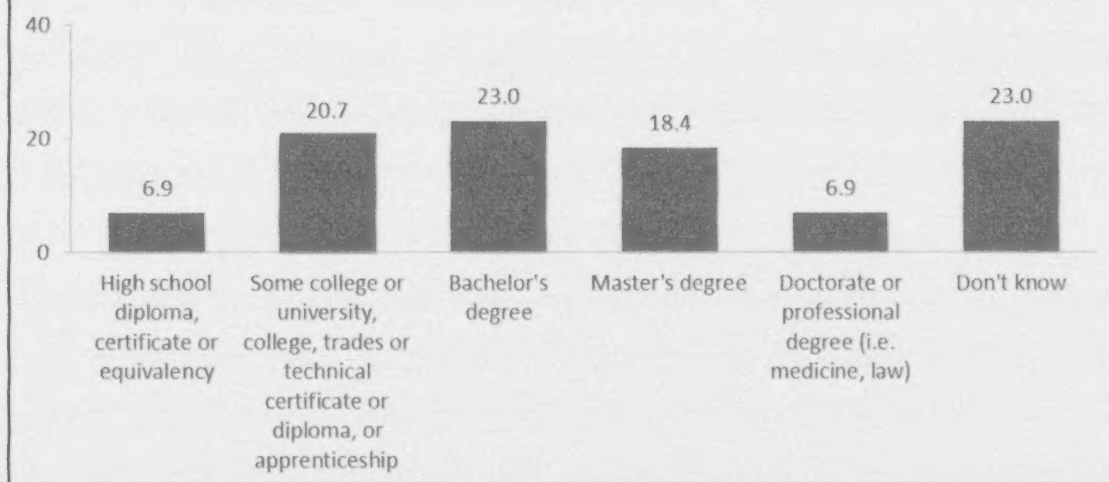


Figure 10.
Highest lifetime educational attainment expected (percent of respondents)

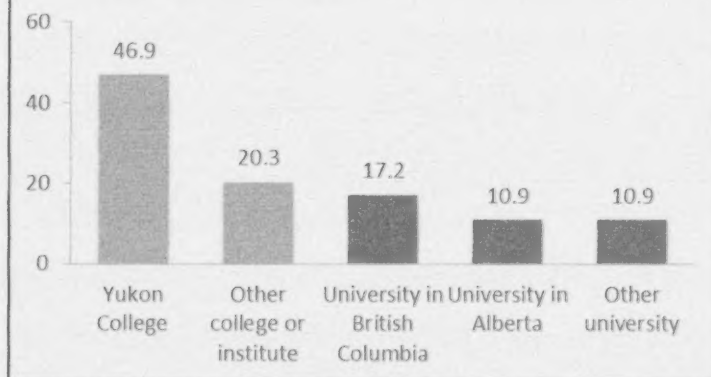


Post-secondary education

Sixty-four of the respondents (74%) specified the colleges or universities that they have attended. In some cases, an individual may have attended 2 or 3 different post-secondary institutions.

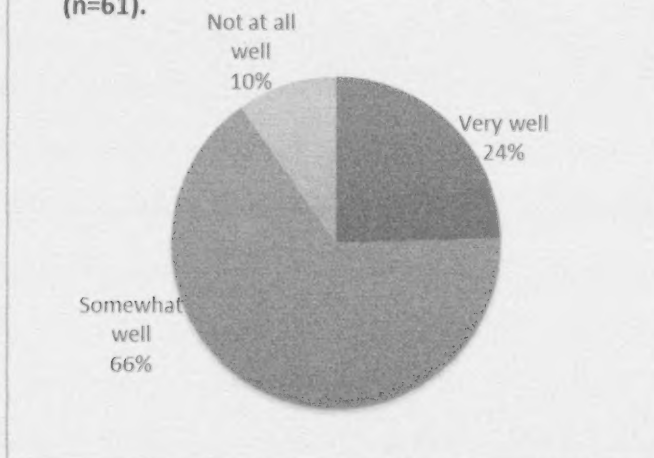
Yukon College was most widely attended. Those who went to university were most likely to have gone to one in BC or Alberta (Figure 11).

Figure 11.
Colleges and universities which the respondents have attended, percent (n=64). Multiple responses were allowed.



We asked the respondents who had some post-secondary schooling how well they thought high school prepared them for college or university. The majority said 'somewhat well' (Figure 12).

Figure 12.
How well did high school prepare you for college or university? Percent of responses (n=61).



We followed up by asking in what ways high school could have prepared the respondents better for college or university; 37 respondents answered this question. Of those who responded, 70% suggested that high school could have set **higher standards**, pushed them harder, and generally, could have given them the opportunity to better prepare for the expectations of university.

Some felt they would have done better with stricter deadlines, for instance. Thirty-five percent said they would have benefitted from a wider range of **course options**.

We asked the students who have attended college or university to tell us what their biggest challenges have been; 45 students responded to this question. One third of those who responded to this question (33%) said that **time management** was the biggest challenge they faced when attending college or university. A third (33%) said they were challenged by their **lack of certain skills**, such as essay writing or grammar. Twenty-seven percent said their biggest challenges were practical: things like **finances, housing and transportation**. A few (11%) said their biggest challenges were related to the **workload** or the **academic expectations**, and 13% said that **living away from home** challenged them the most.

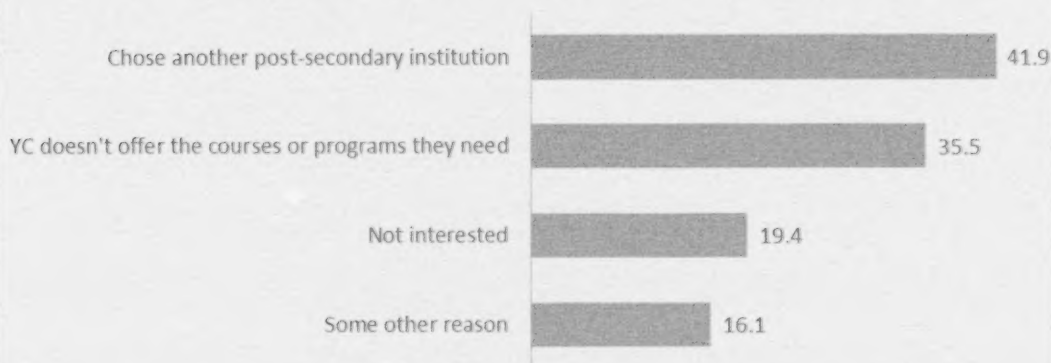
We asked the respondents to confirm if they have ever taken courses at Yukon College; 40% said they have. We asked whether they planned to take courses at Yukon College in the future, and many (38%) said yes.

Thirty-six percent of the respondents said they have never taken courses at Yukon College and they did not plan to do so in the future. We asked them to tell us why. The interviewers read through a short list of possible options, as well as asking if the respondents had another reason. Multiple responses were allowed.

Most often, the respondents said it was because they have chosen another post-secondary institution, or because Yukon College does not offer the courses they need. Some said they were not interested (Figure 13).

Figure 13.

Percent of respondents who gave each of the following reasons for not planning to take courses at Yukon College (n=31). Multiple responses were allowed.



Immediate plans

We asked the respondents what they planned to be doing in the fall of 2014. They were presented with a list of options, as well an opportunity to say they would be doing something that was not on the list.

Two-fifths of the respondents (40%) said they would be going to college, university, or another post-secondary institution in the fall. A similar proportion (42%) said they would be working at a paid job, while 6% said they would be looking for work. A few respondents said they would be travelling, working on an apprenticeship, or they did not know what they would be doing.

Yukon residency

We asked whether the respondents were living in Yukon at the time of the interview; 92% answered yes. The remainder were living in other parts of Canada; the numbers were too small to report on separately.

Conclusion

This concludes the discussion of the main findings from the 2014 Yukon High School Exit Follow-up Survey.

For reference, the survey questionnaire is included as Appendix 1. The Operations Report can be found in Appendix 2; it details the field work, operational procedures and response rates. Appendix 3 includes data tables to support all the charts that are included in this report.

Appendix 1. Survey Questionnaire

Yukon High School Exit Follow-up Survey (2014)

Q1. Are you currently employed?

- ☐ Yes → **Go to Q1.2**
- ☐ No → **Go to Q1.1** ----->
- ☐ Don't Know → **Go to Q2**
- ☐ Refuse → **Go to Q2**

Q1.1 Why not?

- ☐ Unemployed/ between jobs
- ☐ Student
- ☐ Stay-at-home parent
- ☐ Personal choice
- ☐ Other: _____

→ **Go to Q2**

Q1.2 What type of job do you have right now? (If more than one, check all that apply.)

- ☐ Customer sales or service
- ☐ Trades or technical
- ☐ Transport or equipment operator
- ☐ Sciences or social sciences
- ☐ Arts or culture
- ☐ Education
- ☐ Public service (such as government services, communications, policy or planning)
- ☐ Business or finance
- ☐ Health services
- ☐ Manufacturing or processing
- ☐ Other _____

Q1.3 How satisfied are you with the type of work you have now?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied
- ☐ Don't Know
- ☐ Refuse

Q2. Have you been able to get the education and training you need to qualify for the kinds of work you want?

- ☐ Yes - Completed
- ☐ Yes - In progress
- ☐ No
- ☐ Don't Know
- ☐ Refuse

Q3. In what ways could high school have prepared you better for the job market?

1. _____
2. _____
3. _____

☐ Don't Know ☐ Refuse

Q4. Overall, how would you rate your satisfaction with the education you received in high school in the Yukon?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied
- ☐ Don't Know
- ☐ Refuse

Q5. Given your own education and career goals, how important would you say it has been for you. . .

	Very important	Somewhat important	Not important	Don't know	Refuse
To get some high school education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To graduate from high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training in trades during high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training in trades after high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To attend college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Did you take upgrading or College preparation courses after leaving high school?

- ☐ Yes
- ☐ No → **Go to Q7**
- ☐ Don't Know → **Go to Q7**
- ☐ Refuse → **Go to Q7**

Q6.1 Where did you take your upgrading courses? (Check all that apply)

- ☐ Individual Learning Centre
- ☐ Yukon College
- ☐ A high school
- ☐ Another college or institution
- ☐ Don't Know
- ☐ Refuse

Q7. As of today, would you need high school upgrading before you could attend college or university?

- ☐ Yes
- ☐ No
- ☐ Don't Know
- ☐ Refuse

Q8. What is the highest level of education you have completed up to this point in time?

- ☐ Some High School
- ☐ High School diploma or certificate
- ☐ GED (*General Education Diploma*)
- ☐ Some College
- ☐ 1-Year College Certificate
- ☐ 2-Year College Diploma
- ☐ 4-Year College Diploma
- ☐ Some trades or technical training
- ☐ Trades or technical certificate
- ☐ Trades or technical diploma
- ☐ Apprenticeship
- ☐ Some university
- ☐ Bachelor's Degree
- ☐ Master's degree
- ☐ Doctorate
- ☐ Professional degree (medicine, law)
- ☐ Other (*Specify*) _____
- ☐ Don't Know
- ☐ Refuse

Q9. What is the highest level of education you expect to receive in your lifetime?

- ☐ Some High School
- ☐ High School diploma or certificate
- ☐ GED (*General Education Diploma*)
- ☐ Some College
- ☐ 1-Year College Certificate
- ☐ 2-Year College Diploma
- ☐ 4-Year College Diploma
- ☐ Some trades or technical training
- ☐ Trades or technical certificate
- ☐ Trades or technical diploma
- ☐ Apprenticeship
- ☐ Some university
- ☐ Bachelor's Degree
- ☐ Master's degree
- ☐ Doctorate
- ☐ Professional degree (medicine, law)
- ☐ Other (*Specify*) _____
- ☐ Don't Know
- ☐ Refuse

Q10. What college(s) or university(ies) have you attended?

a) Institution name: _____ What program? _____

b) Institution name: _____ What program? _____

c) Institution name: _____ What program? _____

- ☐ None → *Go to Q10.4*
☐ Don't know → *Go to Q10.4*
☐ Refuse → *Go to Q10.4*

Q10.1 How well do you think high school prepared you for college or university?

- ☐ Very well
☐ Somewhat well
☐ Not at all well
☐ Don't Know
☐ Refuse

Q10.2 In what ways could high school have prepared you better for college or university?

1. _____
2. _____
3. _____

☐ Don't Know ☐ Refuse

Q10.3 What are the biggest challenges you faced when attending college or university?

1. _____
2. _____
3. _____

☐ Don't Know ☐ Refuse

Q10.4 To confirm, have you ever taken courses at Yukon College?

- ☐ Yes ☐ Don't Know
☐ No ☐ Refuse

Q10.5 Do you plan to take any courses at Yukon College in the future?

- ☐ Yes ☐ Don't Know
☐ No ☐ Refuse

SKIP PATTERN: If the answer to both Q10.4 and Q10.5 was 'NO', then proceed to Q10.6. Otherwise, skip to Q11.

Q10.6 Is that because.... (check all that apply)

- ☐ Yukon College doesn't offer the courses or programs that you need?
☐ You aren't interested?
☐ You can't afford to?
☐ You don't have the courses you need to get in?
☐ You have chosen another post-secondary institution?
☐ Or for some other reason? _____
☐ Don't Know
☐ Refuse

Q11. In September 2014, what do you plan to you be doing? (Check all that apply)

- ☐ Looking for work?
☐ Working at a paid job?
☐ Attending high school?
☐ Working on an apprenticeship?
☐ Going to a college, university or other post-secondary institution? → What institution?

What program?

- ☐ Volunteering?
☐ Travelling?
☐ Or something else (Specify) _____
☐ Nothing
☐ Don't Know
☐ Refuse

Q12. Do you currently live in the Yukon?

- ☐ Yes → *Go to End*
☐ No
☐ Don't Know → *Go to End*
☐ Refuse → *Go to End*

Q12.1 In what province, territory or state and country do you currently live?

Province/ Territory/ State: _____

Country: _____

☐ Refuse

Q12.2 Do you plan to eventually return to live in the Yukon?

- ☐ Yes → For what reasons? _____
☐ No → For what reasons? _____
☐ Don't Know
☐ Refuse

THANK YOU VERY MUCH FOR YOUR TIME!

Appendix 2. 2014 High School Exit Survey Operations Report

The 2014 High School Exit Survey was conducted by the Yukon Bureau of Statistics on behalf of the Advanced Education Branch of the Yukon Government. This was the fifth survey of a multi-year project looking at education experiences and employment outcomes of individuals who attended high school in the Yukon. It included respondents from Cohort 3 - Phase 2. Phase 2 is a follow-up survey conducted in the third year the respondent would have expected to graduate from high school.

The survey asked questions about employment, job type, education and training for the job type, upgrading, levels of education completed and universities and colleges attended.

The data was collected by a telephone survey. The survey sample included all the respondents who completed the High School Exit survey in July 2012.

Two interviewers were trained by the Operations Manager and Project Supervisor on Wednesday, July 2nd to administer the surveys. The telephone data collection started on the same day and continued to Tuesday, July 15th.

Interviewing took place between the following hours:

Telephone:	Weds – Thurs, Mon:	4:00 p.m. to 8:00 p.m.
	Tues – Weds:	1:00 p.m. to 5:00 p.m.
	Thurs, Mon - Weds (1 interviewer only):	4:00 p.m. to 8:00 p.m.

The survey questionnaire took approximately 10 minutes to complete. The interviewers completed an average of 6 surveys each per shift.

Operational Breakdown of Survey Results

		Total
Number of Selected Respondents		177
Invalid Contact Information:		
02	Incorrect phone number	9
03	Non-working number	8
04	Fast busy signal, strange noise, dead silence	3
Total		20
No contact:		
11	No Contact / No Answer	9
12	Regular Busy Signal	1
13	Answering machine or service: No message left	32
14	Answering machine or service: Message left	12
30	Duplicate form	0
Total		54
Contact Made - Non-interview		
20	Information unavailable for duration of survey	9
23	Call back	3
56	Out of scope	1
90	Unusual/special circumstances	0
Total		13
70	Completed Surveys	87
71	Partial Interview	0
80	Refusals	3
Refusal Rate:		1.7%

a) Results by code:

9	02	Incorrect phone number
8	03	Non-working number
3	04	Fast busy signal, strange noise, dead silence
9	11	No contact / No answer
1	12	Regular busy signal
32	13	Answering machine or service: <i>No message left</i>
12	14	Answering machine or service: <i>Message left</i>
9	20	Information unavailable for duration of survey
3	23	Call back required
1	56	Out of Scope
87	70	Complete
3	80	Refusal

177 Total Sample

Reason for Out of Scope: (Code 56)

Results

No longer lives in Yukon, no forwarding contact info

1

1

Reason for Refusals: (Code 80)

Results

Doesn't want to participate

1

Too busy/No time

2

No reason given

0

It's not mandatory

0

No land line, not on the phone, doesn't do surveys

0

3

Appendix 3. Data tables

Table 1.

Percent of respondents who were employed at the time of the survey.

	Number	Percent
Male	29	78.4
Female	39	78
Non-aboriginal	49	83
Aboriginal	19	67.9
High school education or less	29	69
Some post-secondary education	39	86.7
Total	68	78.2

Table 2.

Employed respondents within each category of employment. Multiple responses were allowed. (n=69)

	Number	Percent
Customer sales or service	28	40.6
Public service	15	21.7
Trades or technical	11	15.9
Education or child care	6	8.7
Other	7	10.1

Table 3.

Satisfaction with type of work.

	Number	Percent
Very satisfied	25	36.8
Satisfied	32	47.1
Neutral	9	13.2
Dissatisfied	<5	X

Table 4.

Have you been able to get the education and training you need to qualify for the kinds of work you want?

	Yes- complete		Yes- in progress		No	
	Number	Percent	Number	Percent	Number	Percent
Male	10	27	22	59.5	5	13.5
Female	13	26	31	62	6	12
Non-aboriginal	15	25.4	37	62.7	7	11.9
Aboriginal	8	28.6	16	57.1	<5	X
High school education or less	11	26.2	22	52.4	9	21.4
Some post-secondary education	12	26.7	31	68.9	<5	X
Total	23	26.4	53	60.9	11	12.6

Table 5.

Respondents who were satisfied or very satisfied with their high school education in Yukon.

	Number	Percent
Male	27	73
Female	33	66
Non-aboriginal	42	71.2
Aboriginal	18	64.3
High school education or less	26	61.9
Some post-secondary education	34	75.6
Total	60	69

Table 6.

Respondents who said the following achievements were 'very important' for their education and career goals.

	Number	Percent
Get some high school education	70	80.5
Graduate from high school	73	83.9
Get training in trades during high school	32	36.8
Get training in trades after high school	33	37.9
Attend college or university	61	70.1

Table 7.

Respondents who said it was very important for them to get training in trades after high school.

	Number	Percent
Male	20	54
Female	13	26
Non-aboriginal	18	30.5
Aboriginal	15	53.6
High school education or less	21	50
Some post-secondary education	12	26.7
Total	33	37.9

Table 8.

Respondents who said it was very important for them to go to college or university.

	Number	Percent
Male	26	70.3
Female	35	70
Non-aboriginal	44	74.6
Aboriginal	17	60.7
High school education or less	25	59.5
Some post-secondary education	36	80
Total	61	70.1

Table 9.

Highest education completed by the respondents, to date.

	Number	Percent
Some high school	11	12.6
High school diploma, certificate or equivalency	31	35.6
Some college	8	9.2
One or two year college certificate	6	6.9
Trades or technical training, certificate, diploma or apprenticeship	9	10.3
Some university or a bachelor's degree	22	25.3

Table 10.**Highest education expected by the respondents in their lifetimes.**

	Number	Percent
High school diploma, certificate or equivalency	6	6.9
Some college or university, college, trades or technical certificate or diploma, or apprenticeship	18	20.7
Bachelor's degree	20	23
Master's degree	16	18.4
Doctorate or professional degree (i.e. medicine, law)	6	6.9
Don't know	20	23

Table 11.**Colleges and universities which the respondents have attended. (n=64)**

	Number	Percent
Yukon College	30	46.90
Other college or institute	13	20.30
A university in British Columbia	11	17.20
A university in Alberta	7	10.90
Other university	7	10.90

Table 12.**How well did high school prepare you for college or university?**

	Number	Percent
Very well	15	23.4
Somewhat well	40	62.5
Not at all well	6	9.4

Table 13.**Reasons given by respondents for not attending or planning to attend Yukon College (n=31).**

	Number	Percent
YC doesn't offer the courses or programs they need	11	35.5
Chose another post-secondary institution	13	41.9
Not interested	6	19.4
Can't afford to	0	0
Don't have the courses needed to get in	0	0
Some other reason	5	16.1